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ABSTRACT

School administrators on all levels are facing new challenges and demands for new skills and capabilities. More and more is being demanded of education as society becomes more and more complex. As more is demanded, the responsive capabilities and leadership sophistication of school administrators become critical factors in meeting the challenge of education in modern America. The school administrator must be accepted as a leader, and he must earn this acceptance through his performance. Very little money is spent to develop leadership for the vast educational enterprise that spends $108 billion a year and involves three of every ten Americans on a full-time basis. More than $2 billion a year in federal money is spent on undergraduate grants, loans, and fellowships, but the practicing school administrator has no access to a sabbatical, grant, or fellowship. School administrators should be offered more renewal opportunities--more experiences that will bring new insight and fresh ideas to the school. For it is hard for any organization to exceed the quality of its leadership. (Author/JG)

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SCHOOL IMPROVEMENT THROUGH DEVELOPING LEADERSHIP CAPACITY *

T. H. BELL

U.S. COMMISSIONER OF EDUCATION

IT IS ALWAYS A SPECIAL PLEASURE FOR ME TO GET TOGETHER WITH THE CHIEFS, AND I AM DELIGHTED TO BE HERE WITH YOU IN NEW HAMPSHIRE FOR YOUR INSTITUTE ON "PEAK USE OF PEAK YEARS: PROFESSIONAL DEVELOPMENT AT MID-CAREER."

THE FLATTERING INTRODUCTION YOUR CHAIRMAN GAVE ME SOMEHOW REMINDS ME OF AN ESSAY A CHILD IS SAID TO HAVE WRITTEN ONCE UPON A TIME ABOUT SOCRATES.

"SOCRATES," HE SAID, "WAS A FAMOUS GREEK TEACHER WHO WENT AROUND GIVING PEOPLE ADVICE. THEY POISONED HIM."

I HOPE NO ONE FEELS LIKE POISONING ME BEFORE I WIND UP HERE TODAY. YOU HAVE CHOSEN A TIMELY AND PROVOCATIVE TOPIC, AND I WILL HAVE SOME THINGS TO SAY ABOUT IT.

AS WE THINK ABOUT THE EDUCATIONAL LEADER IN 1975 WE MUST CONSIDER THE SETTING IN WHICH HE OR SHE OPERATES TODAY.

SCHOOL ADMINISTRATORS ON ALL LEVELS ARE FACING NEW CHALLENGES AND DEMANDS FOR NEW SKILLS AND CAPABILITIES. THE PRACTICE OF SCHOOL ADMINISTRATION IS CHANGING RAPIDLY. A HIGHER ORDER OF MANAGEMENT SKILL AND A GREATER CAPACITY FOR RELATING TO OTHERS AND INVOLVING OTHERS REQUIRE NEW INSIGHTS INTO THE TASK OF LEADING SCHOOLS AND MANAGING EFFECTIVELY THE EDUCATIONAL ENTERPRISE.

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IN THE UNITED STATES WE HAVE DEVELOPED A NEW SOCIAL CONSCIENCE. WE HAVE A MUCH HIGHER SENSE OF COMMITMENT TO EQUALITY AND JUSTICE THAN EVER BEFORE. MANY PROMISES OF OUR CONSTITUTION AND MANY COMMITMENTS FROM THE NATIONAL AND STATE STATUTES HAVE, UP UNTIL RECENT YEARS, BEEN HIGH-RINGING SLOGANS THAT HAVE NOT DEMANDED IMPLEMENTATION IN OUR DAILY LIVES. BUT IN THESE DAYS, AS WE TALK ABOUT LIBERTY AND JUSTICE FOR ALL AND AS WE DISCUSS EQUALITY OF OPPORTUNITY UNDER THE LAW, WE KNOW THAT THESE HIGH-SOUNDING WORDS DEMAND ACTION AND APPLICATION IN OUR DAILY LIVES AS LEADERS.

THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES, FOR EXAMPLE, HAS GENERATED THE POWER TO CHANGE MANY SUBTLE DISCRIMINATORY PRACTICES THAT WENT UNHEEDED FOR YEARS. WE LOOK AT EMPLOYMENT PRACTICES, EQUITY IN SELECTING PEOPLE FOR PROMOTIONS AND PRACTICES OF PLACING INDIVIDUALS IN SCHOOLS, COLLEGES, AND GRADUATE SCHOOL PROGRAMS WITH AN EYE TOWARD TRUE JUSTICE AND EQUALITY. RACIAL AND ETHNIC BIASES ARE IDENTIFIED BY INDIVIDUALS OF GOODWILL WHO TRULY BELIEVE THE WORDS WRITTEN INTO OUR CONSTITUTION AND INTO OUR LAWS THAT MAKE PROMISES TO ALL OF THE PEOPLE REGARDLESS OF HERITAGE AND BACKGROUND.

THIS MOVEMENT HAS BEEN EXPANDED TO INCLUDE GUARANTEES AGAINST DISCRIMINATION BECAUSE OF SEX.

THE MOVEMENT TO PROVIDE EQUALITY AND JUSTICE HAS BEEN EXTENDED TO STUDENT RIGHTS. SOME OF THE DUE PROCESS PROCEDURES GUARANTEED TO ADULT CITIZENS ARE DEMANDED AS RIGHTS FOR STUDENTS. STUDENTS SHOULD BE GIVEN AN OPPORTUNITY TO BE HEARD BEFORE DISCIPLINARY ACTIONS ARE TAKEN. MOREOVER, THEY HAVE A RIGHT TO APPEAL DECISIONS THAT ARE MADE THAT AFFECT THEM. MANY SOMEWHAT ARBITRARY PRACTICES OF THE PAST THAT HAVE BEEN CARRIED OUT WITHOUT QUESTION ARE NOW BEING ABANDONED.

THE EQUALITY AND JUSTICE MOVEMENT HAS ALSO BEEN EXTENDED TO STAFF MEMBERS. TEACHERS AND OTHER SCHOOL EMPLOYEES WANT TO BE CONSULTED BEFORE CHANGES ARE MADE AND BEFORE MATTERS ARE SETTLED THAT AFFECT THEM. THEY WANT TO HELP DECIDE AND TO BE REPRESENTED IN DECISION MAKING. TEACHERS AND OTHER EMPLOYEE GROUPS HAVE ORGANIZED INTO UNIONS OR ASSOCIATIONS TO BRING THEIR COLLECTIVE STRENGTH TO BEAR UPON ADMINISTRATORS AND SCHOOL BOARD MEMBERS. WRITTEN AGREEMENTS AND UNION-TYPE CONTRACTS THAT SPELL OUT SALARIES, FRINGE BENEFITS, WORKING CONDITIONS, AND RIGHTS TO BE INVOLVED IN DECISION MAKING AND IN CURRICULUM PLANNING ARE BECOMING VERY COMMON IN EDUCATION.

SOME PARENT GROUPS HAVE BEEN ORGANIZING TO EXERT COLLECTIVE PRESSURE UPON SCHOOL ADMINISTRATORS AND SCHOOL BOARD MEMBERS. PARENTS WITH COMMON PROBLEMS OR INTERESTS FIND STRENGTH IN NUMBERS AND IN UNITY AS THEY COME BEFORE BOARD MEETINGS AND/OR ADMINISTRATIVE COUNCIL MEETINGS TO DEMAND CONCESSIONS AND RESPONSES THAT THEY DESIRE.

SCHOOL ADMINISTRATORS ARE NOW CALLED UPON TO ADMINISTER SPECIAL PROGRAMS FOR SPECIFIC STUDENT POPULATION GROUPS. EDUCATIONALLY DISADVANTAGED AND ECONOMICALLY DEPRIVED STUDENTS RECEIVE SPECIAL CONSIDERATION IN THE INSTRUCTIONAL PLANNING AND BUDGETING EFFORTS OF SCHOOLS. CHILDREN WITH BILINGUAL PROBLEMS ARE RECEIVING INCREASING ATTENTION AS A RESULT OF CERTAIN COURT ACTIONS THAT HAVE BEEN TAKEN. SCHOOL ATTENDANCE BOUNDARIES ARE ADJUSTED TO TAKE INTO CONSIDERATION VARIOUS RACIAL AND ETHNIC BACKGROUND POPULATIONS. CARE IS TAKEN TO AVOID ANY HINT OF BIAS IN THE CURRICULUM AND INSTRUCTION EFFORTS. HANDICAPPED CHILDREN PREVIOUSLY NOT SERVED BY THE SCHOOLS ARE NOW BEING OFFERED HIGHLY SPECIALIZED INSTRUCTIONAL SERVICES. ALMOST EVERY CHILD REGARDLESS OF A HANDICAPPING CONDITION IS ENTITLED TO SOME KIND OF EDUCATIONAL SERVICE OUT OF THE PUBLIC SCHOOLS.

THE WOMEN'S EQUITY MOVEMENT IS AFFECTING THE SCHOOL CURRICULUM AND THE INSTRUCTIONAL PROGRAM. CLASSES USUALLY CONSIDERED TO BE OFFERED TO BOYS ONLY OR TO GIRLS ONLY ARE BEING OPENED TO FREE ACCESS TO EVERYONE. TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS ARE BEING SCRUTINIZED FOR EVIDENCE OF SEX BIAS OR RACIALLY OR ETHNICALLY IDENTIFIABLE SLANTING IN ONE DIRECTION OR ANOTHER. IN ALL INSTRUCTIONAL MATERIAL AND IN THE TOTAL PROGRAM OF INSTRUCTION CAREFUL SCRUTINY IS GIVEN TO CARRY OUT BOTH THE LETTER AND THE SPIRIT OF THIS GREAT NEW COMMITMENT TO EQUALITY AND JUSTICE AS PART OF THE ENORMOUS SOCIAL REVOLUTION THAT HAS BEEN SWEEPING OUR COUNTRY IN RECENT YEARS. EDUCATION IS OFTEN THE CENTER OF THESE COMMITMENTS AND CONCERNS. SCHOOL ADMINISTRATORS MUST BE SENSITIVE TO MATTERS THAT WERE ALMOST OF ZERO CONSEQUENCE JUST A FEW YEARS AGO.

EDUCATION IS IN SOME WAYS THE NATION'S LARGEST BUSINESS. IN 1974-75 SOME 62.3 MILLION OF THE TOTAL POPULATION OF 211 MILLION PEOPLE IN THE UNITED STATES WERE INVOLVED IN EDUCATION. THIS REACHES ALMOST 30 PERCENT OF ALL OF THE CITIZENS OF THE COUNTRY PARTICIPATING ON A FULL-TIME BASIS AS EITHER STUDENTS OR EMPLOYEES OF THE EDUCATION ENTERPRISE. DURING THAT YEAR $108 BILLION WAS SPENT ON EDUCATION FROM KINDERGARTEN THROUGH GRADUATE SCHOOL. THIS GIGANTIC EDUCATION ENTERPRISE HAS AN ENORMOUS IMPACT UPON THE ECONOMY OF THE NATION.

EDUCATION IN RECENT YEARS HAS BEEN REGARDED AS A KEY FACTOR IN OUR PRODUCTIVE ECONOMY. WITHOUT ADEQUATE EDUCATION SOME PERSONS BECOME FUNCTIONALLY ILLITERATE. THEY ARE NOT ABLE TO CARRY OUT SOME OF THE SOPHISTICATED TASKS REQUIRED OF THEM TO FUNCTION EFFECTIVELY IN OUR SOCIETY. THEY ARE UNABLE TO FILL OUT GOVERNMENT FORMS, COMPLETE SOCIAL SECURITY

APPLICATIONS, FILE TAX RETURNS, AND DO A LARGE NUMBER OF TASKS THAT REQUIRE A DEGREE OF LITERACY AND ACADEMIC SKILL PREVIOUSLY NOT DEMANDED OF EVERY ONE OF THE ADULT CITIZENS OF THE COUNTRY.

EDUCATION HAS BEEN REGARDED AS A KEY TO EMPLOYMENT AND PARTICIPATION IN THE ECONOMIC SYSTEM OF OUR COUNTRY. MANY OBSERVERS ARE DEMANDING THAT EVERY STUDENT LEAVE THE PUBLIC SCHOOL SYSTEM WITH A SALABLE SKILL. MOREOVER, RETRAINING AND UPGRADING OF COMPETENCIES ARE NEW DEMANDS BEING PLACED UPON EDUCATION. JOB-RELATED TRAINING AND TRAINING RELATED TO CURRENT PROBLEMS IN OUR SOCIETY BECOME A PRAGMATIC PART OF THE MISSION OF THE EDUCATIONAL SYSTEM. THIS REQUIRES A HIGHLY ADAPTIVE AND RESPONSIVE EDUCATIONAL SYSTEM WITH MORE SOPHISTICATION FOR SHIFTING RESOURCES AND PRIORITIES THAN HAS BEEN IN EXISTENCE IN THE PAST. EDUCATION AND TRAINING TO FOCUS UPON PROBLEMS OF THE ENVIRONMENT, HEALTH, DRUG ABUSE, TRAFFIC SAFETY, PUBLIC SAFETY, AND LAW ENFORCEMENT ARE ALL PART OF THE NEW MOVEMENT TO UTILIZE EDUCATION FOR PROBLEM SOLVING PURPOSES. MUCH OF THIS RELATES TO THE ECONOMY AS WELL AS TO THE LIFE OF A NATION WHERE THE ACTIONS OF ONE CITIZEN CAN IMPACT UPON HUNDREDS OF OTHER CITIZENS.

EDUCATION IS BEING REGARDED AS A KEY TO LIFETIME SUCCESS IN OTHER RESPECTS. MARRIAGE AND FAMILY RELATIONS PROBLEMS, HOW TO RAISE CHILDREN, HOW TO UTILIZE MONEY WISELY, HOW TO BECOME A SOPHISTICATED CONSUMER AND HOW TO BECOME AN EFFECTIVE PARTICIPANT IN THE DEMOCRATIC DECISION MAKING PROCESS OF OUR COUNTRY ARE ALL PART AND PARCEL OF THE NEW MISSION NOW EVOLVING AS PART OF THE CHANGING SCENE OF SCHOOLS, TEACHING, AND EDUCATING.

MORE AND MORE IS BEING DEMANDED OF EDUCATION AS OUR SOCIETY BECOMES MORE COMPLEX. AS MORE IS DEMANDED THE RESPONSIVE CAPABILITIES AND LEADERSHIP SOPHISTICATION OF SCHOOL ADMINISTRATORS BECOME CRITICAL FACTORS IN MEETING THE CHALLENGE OF EDUCATION IN MODERN AMERICA.

SCHOOL ADMINISTRATORS MUST BE ABLE TO FACE CONFLICT AND RESOLVE STRIFE AND TURMOIL GENERATED BY PRESSURE TACTICS. SCHOOL LEADERS MUST LEARN HOW TO UTILIZE THE WORK OF GROUPS TO ADVANCE THE MISSION OF EDUCATION AND TO MAKE EDUCATION RESPONSIVE TO THESE MANY NEW DEMANDS. ACTIVE, AGRESSIVE, AND VOCAL SPECIAL INTEREST GROUPS CAN DISTORT THE SCHOOL PROGRAM THROUGH PRESSURE THAT CANNOT BE RESISTED IF THE SCHOOL LEADERSHIP IS NOT SKILLED IN UTILIZING THE POWER OF ALL GROUPS TO KEEP BALANCE AND EQUITY IN THE EDUCATIONAL PROGRAM AND IN THE SCHOOL BUDGET.

THE KEY TO GAINING PARTICIPATION IN EDUCATION IS TO GET PARENTS AND OTHERS DEEPLY INVOLVED IN THE EDUCATION PROCESS. THIS IN ITSELF WILL BRING ABOUT COMMITMENT. THE TEACHING STAFF AND OTHER STAFF MEMBERS MUST ALSO BECOME PARTICIPANTS IN THE MANAGING AND DIRECTING PROCESS. STUDENTS MUST BE GIVEN OPPORTUNITIES FOR SELF EXPRESSION AND FOR MAKING CONTRIBUTIONS TOWARD THE MANAGEMENT OF SCHOOLS AND TOWARD KEY DECISION MAKING EFFORTS. SUCH SPECIAL GROUPS AS CIVIC CLUBS AND ORGANIZATIONS ESTABLISHED TO ADVANCE SUCH SPECIAL EDUCATIONAL CAUSES AS EDUCATION OF THE HANDICAPPED, DRIVER EDUCATION, AND OTHER SPECIALIZED PROGRAMS NEED TO BE INVOLVED IN THE PARTICIPATORY MANAGEMENT OF THE SCHOOL SYSTEM AND OF LOCAL SCHOOL UNITS.

SCHOOL ADMINISTRATORS IN TODAY'S EDUCATIONAL WORLD MUST BE ABLE, OUTGOING, AND ADAPTIVE AS THEY WORK WITH THESE MANY GROUPS AND AS THEY STRIVE TO GET COMMITMENT THROUGH THE PARTICIPATION AND INVOLVEMENT PRACTICES THAT ARE

NECESSARY TO KEEP EDUCATION RESPONSIVE TO ITS MISSION AND CAPABLE OF HANDLING THE PRESSURES AND PROBLEMS OF THIS ERA.

IN ORDER TO GAIN THIS NEEDED PARTICIPATION AND INVOLVEMENT, SCHOOL ADMINISTRATORS MUST BE SKILLED IN COMMUNICATIONS. THE BURDEN FOR EXPLAINING THE SCHOOL PROGRAM AND FOR GAINING UNDERSTANDING ABOUT IT FALLS UPON SCHOOL LEADERS. THE PROBLEMS, RESTRICTIONS, AND DIFFICULTIES OF AN EDUCATIONAL SYSTEM MUST BE EXPLAINED SYSTEMATICALLY AND CLEARLY. THIS REQUIRES GREAT COMMUNICATION CAPABILITY ON THE PART OF A TOTAL SCHOOL SYSTEM.

THE USE OF SMALL GROUP MEETINGS TO CARRY OUT COMMUNICATIONS OBJECTIVES AND THE USE OF LARGE ASSEMBLIES AND LECTURES MUST BE WELL UNDERSTOOD BY SCHOOL ADMINISTRATORS. PUBLICATIONS, UTILIZATION OF NEWS MEDIA, AND ESTABLISHING AN ONGOING OPEN AND CANDID RELATIONSHIP WITH NEWSPAPER REPORTERS AND EXECUTIVES ARE A MUST IN THE MODERN WORLD OF EDUCATIONAL LEADERSHIP. THE COMMUNICATIONS JOB IS NEVER COMPLETED. IT MUST BE A CONSTANT ONGOING PROCESS. IT MUST BE MORE THAN PUBLIC RELATIONS OR A SELLING EFFORT. THERE IS AN ONGOING STORY TO EDUCATION AND A BIT OF DRAMA IN HUMANE LIVING THAT MUST BE TOLD. IN ORDER FOR THIS TO BE ACCOMPLISHED, SCHOOL LEADERS MUST FEEL SECURE IN THEIR POSITIONS AND BE OPEN AND TOTALLY CANDID.

THE TECHNOLOGY OF EDUCATION HAS BEEN CHANGING RAPIDLY. COMPUTERS, VIDEO CASSETTE INSTRUCTIONAL SYSTEMS, STORAGE AND RETRIEVAL OF RECORDS, REPORTS, AND ALL KINDS OF INFORMATION HAVE CHANGED THE FACE AND STRUCTURE OF SCHOOL LEADERSHIP. MODERN TECHNOLOGY SERVES SCHOOL TRANSPORTATION, SCHOOL FOOD SERVICES, PURCHASING, WAREHOUSING, BUILDING MAINTENANCE AND CONSTRUCTION, AND ALMOST EVERY ASPECT OF THE BUSINESS ADMINISTRATION OF A SCHOOL ENTERPRISE. SCHOOL LEADERS MUST HAVE A BASIC UNDERSTANDING OF THESE COMPLEX TECHNOLOGICAL

SYSTEMS SO THAT THEY CAN DIRECT THEIR USE AND GAIN MAXIMUM BENEFIT FROM THEM. TECHNOLOGY ADDS A NEW AND DIFFERENT DIMENSION TO SCHOOL ADMINISTRATION IN TODAY'S WORLD OF COMPLEX HUMAN RELATIONS AND EXPANDING DEMANDS UPON EDUCATION.

SCHOOL ADMINISTRATION CALLS FOR CONSTITUENCY BUILDING. THE SCHOOL ADMINISTRATOR MUST BE ACCEPTED AS A LEADER. HE MUST EARN THIS ACCEPTANCE THROUGH HIS PERFORMANCE. MOREOVER, A SCHOOL ADMINISTRATOR MUST BE COGNIZANT OF SOURCES OF OPPOSITION TO HIS PROGRAMS AND POLICIES. THE SCHOOL ADMINISTRATOR MUST DETECT EARLY MOVEMENTS THAT MAY OVERTHROW OR OPPOSE A VITAL EDUCATIONAL PROGRAM AND MUST TAKE COUNTER MEASURES.

ALL OF THIS REQUIRES A SOPHISTICATION IN BUILDING A NETWORK OF CONTACTS AND A BULWARK OF SUPPORT. THIS REQUIRES GREAT EFFORT TO BUILD AND CONSTANT MAINTENANCE EFFORT TO PROTECT AGAINST EROSION. WITHOUT THIS CONSTITUENCY AND THIS LEVEL OF CONFIDENCE, RAPPORT, AND RESPECT THE SCHOOL ADMINISTRATOR CANNOT MOVE TO MEET THE CONSTANT CHALLENGES AND PRESSURES THAT CONFRONT HIM DAILY. THIS CALLS FOR KNOWING THE POWER STRUCTURE OF THE NEIGHBORHOOD FOR THE LOCAL SCHOOL AND OF THE COMMUNITY FOR THE SCHOOL DISTRICT. IT CALLS FOR CRUCIAL COMMITTEE ASSIGNMENTS AND FOR MEMBERSHIP IN PRESTIGIOUS GROUPS AND ORGANIZATIONS WHERE CONTACTS CAN BE MADE AND MAINTAINED. IT CALLS FOR TEAMWORK ON THE PART OF THE ENTIRE ADMINISTRATIVE STAFF IN BUILDING THIS CONSTITUENCY AND ESTABLISHING THIS LEVEL OF RESPECT AND RAPPORT VITAL TO THE ADVANCEMENT OF EDUCATION IN A COMMUNITY.

WITH MORE THAN 30 PERCENT OF THE NATION'S POPULATION ENGAGED IN EDUCATION ON A FULL-TIME BASIS (EITHER AS STUDENTS OR AS EMPLOYED STAFF MEMBERS), AND WITH WELL OVER $100 BILLION BEING SPENT ANNUALLY ON EDUCATION, WE MUST BE CONCERNED ABOUT EDUCATIONAL LEADERSHIP AND ABOUT THE MANAGEMENT OF THE

EDUCATIONAL ENTERPRISE. SINCE EDUCATION IS INDISPENSABLE TO SOLVING MANY OF THE GREAT PROBLEMS THAT WE FACE IN THE NATION WE MUST CONCERN OURSELVES ABOUT THE PERFORMANCE OF OUR SCHOOLS. THIS PERFORMANCE CANNOT EXCEED THE PERFORMANCE CAPABILITIES AND THE VITALITY OF EDUCATIONAL LEADERS. THE MANAGEMENT AND GOVERNANCE OF SCHOOLS TOUCH THE LIVES OF ALL OF US AND REACH INTO THE ESSENCE OF THE PROBLEMS THAT CONCERN US ON A DAY-TO-DAY BASIS.

WE ARE ALL CONCERNED ABOUT IMPROVING THE QUALITY OF LIFE IN THE UNITED STATES. WE ARE CONCERNED ABOUT SOME OF THE TRENDS THAT THREATEN THIS QUALITY. FOR EXAMPLE, WE KNOW THAT WE MUST PRESERVE AND IMPROVE OUR ENVIRONMENT. AS WE UTILIZE MACHINES AND TECHNOLOGY TO DO OUR WORK WE CONSUME ENORMOUS QUANTITIES OF ENERGY. WE ARE UTILIZING OUR NATURAL RESOURCES AT AN INCREASING RATE THAT IS CAUSING ALARM AND CONCERN NATIONWIDE AND WORLD-WIDE. CRIME IN OUR STREETS AND IN OUR NEIGHBORHOODS HAS BEEN A SOURCE OF APPREHENSION AND CONCERN FOR A NUMBER OF YEARS. WORLD PEACE AND WORLDWIDE UNDERSTANDING OF OUR MUTUAL PROBLEMS AS INHABITANTS OF THIS EARTH BECOME MORE CRITICAL CONCERNS EVERY DAY. THE RESPONSIVENESS, INTEGRITY, AND EFFECTIVENESS OF GOVERNMENT RELATES TO MOST OF THESE PROBLEMS AND CONCERNS.

IF WE ARE TO REACH INTO THE HEART OF THESE PROBLEMS, IF WE ARE TO BE KNOWLEDGEABLE, ENLIGHTENED, AND INTELLIGENT IN OUR APPROACHES TO THEM, WE MUST EDUCATE OUR PEOPLE MORE EFFECTIVELY THAN EVER BEFORE. INDEED, WE MUST EDUCATE ALL OF THE PEOPLE REGARDLESS OF RACE, COLOR, CREED, OR ECONOMIC CIRCUMSTANCE. THIS CALLS FOR MORE EFFECTIVE EDUCATION THAN WE HAVE EVER HAD IN THE PAST. IT CALLS FOR COOPERATIVE EFFORTS IN EDUCATION. IT DEMANDS AN AWARENESS THAT MUCH OF EDUCATION OCCURS OUTSIDE OF THE FORMAL HALLS OF THE SCHOOL. IT REQUIRES RECOGNITION THAT THE HOME, THE BUSINESS PLACE, THE

WORK STATION AWAY FROM HOME, THE NEIGHBORHOOD, AND THE SOCIAL GROUP ARE ALL TO SOME EXTENT CONTRIBUTORS TO EDUCATION. IT IS WELL KNOWN THAT WE CAN NO LONGER BE IGNORANT AND FREE. IT IS ALSO WELL KNOWN THAT WE CAN NO LONGER MANAGE A COMPLEX ECONOMY AND ESTABLISH AND MAINTAIN RESPONSIVE GOVERNMENT WITHOUT WELL EDUCATED, COMMITTED, AND SOCIALLY AWARE PEOPLE. ALL OF THESE NECESSITIES PLACE AN ENORMOUS DEMAND UPON EDUCATION. AND THIS CALLS FOR A NEW LEVEL OF EDUCATIONAL LEADERSHIP.

WE DON'T SPEND ANY MONEY--OR VERY LITTLE--TO DEVELOP LEADERSHIP FOR THIS VAST EDUCATIONAL ENTERPRISE THAT SPENDS $108 BILLION A YEAR AND INVOLVES THREE OUT OF EVERY 10 AMERICANS ON A FULL-TIME BASIS. OUR DEPARTMENTS OF EDUCATIONAL ADMINISTRATION ON THE UNIVERSITY LEVEL HAVE BEEN UNDER-FINANCED.

WHAT IS MORE, WE EITHER IGNORE THEM OR CRITICIZE THEM, TO OUR OWN DETRIMENT. WE TRIED TO GET $3 MILLION FOR INSERVICE TRAINING AND RENEWAL FOR THE NATION'S SCHOOL LEADERS, ONLY TO SEE IT THE FIRST ITEM CUT OUT OF OUR FY '76 BUDGET REQUEST.

SCHOOL ADMINISTRATORS NEED TO BE BRIGHT, ARTICULATE, SHREWD MANAGERS, PR EXPERTS, AND PRACTICAL POLITICIANS, WITH A VAST KNOWLEDGE OF SCHOOL CURRICULUM, LEARNING THEORY, EDUCATIONAL TESTS AND MEASUREMENTS, SCHOOL FINANCE, ETC.

THESE HUMAN CAPACITIES CANNOT BE MAINTAINED AT A CONSTANTLY CURRENT LEVEL WITHOUT OPPORTUNITIES FROM TIME TO TIME TO STUDY, UP-DATE KNOWLEDGE, AND RENEW ONE'S CAPABILITY TO BE A DYNAMIC LEADER. WE DO NOT PROVIDE THESE OPPORTUNITIES. MORE THAN $2 BILLION A YEAR IN FEDERAL MONEY IS SPENT ON UNDEGRADUATE GRANTS, LOANS, AND FELLOWSHIPS. BUT THE PRACTICING SCHOOL

ADMINISTRATOR HAS NO ACCESS TO A SABATTICAL, A FELLOWSHIP, OR A GRANT TO SUSTAIN HIM OR HER.

I AM CONVINCED THAT WE WOULD HAVE BETTER SCHOOLS IF WE PROVIDED MORE OPPORTUNITIES FOR SCHOOL LEADERS TO LEARN WHAT THE BEST CURRENT PRACTICES ARE--WHAT OTHERS ARE DOING THAT IS WORTHY OF EMULATION--WHAT R & D IS TELLING US OUGHT TO BE DONE AND OUGHT TO BE UNDONE. BUT WE HAVE FUNDS FOR SUPPORT OF EVERYONE BUT THE SCHOOL LEADER.

WE CAN'T SPEND A DIME OF EPDA, TEACHER CORPS, OR ESEA TITLE I FUNDS ON SCHOOL ADMINISTRATORS. FOR TEACHERS, COUNSELORS, AND EVERYONE ELSE, YES. BUT FOR THE ONE RESPONSIBLE FOR LEADERSHIP, INSPIRATION, AND POINTING TOWARD THE LATEST AND THE BEST WE OFFER NEXT TO NOTHING IN SUPPORT.

SCHOOL ADMINISTRATORS OFTEN FEEL INSECURE BECAUSE THEY ARE EXPENDABLE. WE EXPECT THE SCHOOL ADMINISTRATOR TO GET FIRED THESE DAYS. A GREAT EVENT RECENTLY WAS THE 10TH ANNIVERSARY OF PAUL BRIGGS AS SUPERINTENDENT OF CLEVELAND SCHOOLS. THE AVERAGE TERM IS ABOUT 2 TO 3 YEARS FOR A LARGE SCHOOL SYSTEM. WE CAN'T BUILD CONTINUITY IN OUR EDUCATIONAL PROGRAMS WITH THE CURRENT CHAOS OF INTERMITTENT HIRING AND FIRING. WE NEED MORE STABILITY IN OUR LEADERSHIP. AND THOSE OF US ASSEMBLED HERE NEED TO DO MORE TO PROVIDE IT.

WE SHOULD START BY OFFERING MORE RENEWAL OPPORTUNITIES--MORE EXPERIENCES THAT WILL BRING NEW INSIGHTS AND FRESH IDEAS BACK TO OUR SCHOOLS AND SCHOOL SYSTEMS. THERE ARE NEW ACCOUNTABILITY SYSTEMS, MANAGEMENT SKILLS, AND LEADERSHIP PRACTICES TO BE LEARNED. WE HAVE ALL THE NEW TECHNOLOGICAL DEVELOPMENTS TO STUDY, AND THE NEW COLLECTIVE BARGAINING GAME TO MASTER.

WE CAN'T EXPECT THE BEST FROM OUR ADMINISTRATORS UNTIL WE THINK ENOUGH OF THEM TO PROVIDE THE SAME GROWTH AND DEVELOPMENT OPPORTUNITIES THAT OTHERS ENJOY.

TO IMPROVE OUR SCHOOLS, LET'S BEGIN WITH OUR LEADERSHIP. FOR IT IS HARD FOR ANY ORGANIZATION TO EXCEED THE QUALITY OF ITS LEADERSHIP.

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